

THE IMPLEMENTATION OF PROJECTED PICTURE IN INCREASING STUDENTS' ENGLISH VOCABULARY ACHIEVEMENT

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Abstract

The students' difficulty in memorizing the English vocabulary is one of problems faced by the students. Therefore, this research was conducted to find out whether there is difference of the students' English vocabulary achievement before and after the implementation of projected picture and to investigate whether or not it can be used to increase students' English vocabulary achievement. The research was conducted in SMPN 1 Seputih Banyak, in which VII A as experimental class. The design used was one-group pretest-post test design. The result can be seen from the mean score of the students. The mean score of pretest was 49.58 and post test was 68.48. It means that there is an increase of 18.90. The t-test result shows that t-ratio higher than t-table; the result is $20.846 > 2.042$, with the level of significant is $p < 0.05$ and significance 2-tailed is $p = .000$. Moreover, based on subtopics taught, it was found that subtopic 'things at school' had the highest difference than others. Based on result above, it can be concluded that there is difference of the students' English vocabulary achievement before and after being taught through projected picture and it can increase the students' English vocabulary achievement.

Keywords: *achievement, increasing, projected picture, vocabulary.*

PENERAPAN GAMBAR PROYEKSI DALAM PENINGKATAN PRESTASI KOSAKATA BAHASA INGGRIS SISWA

Abstrak

Kesulitan siswa dalam mengingat kosakata bahasa Inggris adalah salah satu masalah yang dihadapi oleh siswa. Oleh karena itu, penelitian ini dilakukan untuk menemukan apakah ada perbedaan antara prestasi kosakata bahasa Inggris siswa sebelum dan sesudah penerapan gambar proyeksi dan untuk meneliti apakah gambar proyeksi dapat digunakan untuk meningkatkan prestasi kosakata bahasa Inggris siswa. Penelitian dilakukan di SMPN 1 Seputih Banyak, dimana VII A sebagai kelas eksperimen. Desain yang digunakan adalah desain pre-test dan post-test satu kelompok. Hasilnya dapat dilihat dari nilai rata-rata siswa. Nilai rata-rata pada pre-tes sebesar 49.58 dan post tes sebesar 68.48. Jadi ada peningkatan sebesar 18.90. Hasil dari t-tes memperlihatkan bahwa t-ratio lebih tinggi dari t-tabel; hasilnya sebesar $20.846 > 2.042$, dengan signifikan level $p < 0.05$ dan signifikan 2-tailed $p = 0.00$. Selain itu, berdasarkan subtopic yang diajarkan, ditemukan bahwa subtopic 'benda-benda di sekolah' memiliki perbedaan yang paling tinggi dibandingkan yang lain. Berdasarkan hasil di atas, dapat disimpulkan bahwa ada perbedaan dari prestasi kosakata bahasa Inggris siswa sebelum dan sesudah diajarkan menggunakan gambar proyeksi dan gambar proyeksi dapat meningkatkan prestasi kosakata bahasa Inggris siswa.

Introduction

The mastery of language skills is one of the important parts for the people to communicate in English well; they are listening, speaking, reading and writing. For that reason, the students must comprehend the number of words to support it. The mastery of English vocabulary is required in order to be skillful in English. By having a lot of vocabularies, the students can express more idea and communicate in English well. In other words, vocabulary has significant role in teaching learning English as foreign language. In addition, vocabulary is necessary because it has significant role in communicating process. The communication will success or not it depends on the accurate vocabulary understanding.

English Curriculum 2006 (Depdiknas, 2006: 227-278) states that Junior High School students are encouraged to comprehend numbers of vocabulary. The requirements of vocabulary should be achieved in order to comprehend the qualification of basic knowledge of listening, speaking, reading and writing.

Based on the pre-observation conducted by the researcher, it was found that most the students of SMPN 1 Seputih Banyak were far from gaining the target planned. The students' average final test result, which was 60.9, showed that the result was still far from the target aimed as the KKM (Kriteria Ketuntasan Minimal) of the class at that school which was 65. Thereby, it could be seen that the score was still low and it had not reached the target of KKM yet. From the teacher's experience, it was found that most students often found difficulty in studying English. The

difficulty was they did not understand the meaning of vocabularies in English text, because they did not know the meaning of a number of words in a sentence or a text. When the students found difficult words they would open their dictionary. It made the students forget the meaning easily. When they read and tried to understand the sentence or a text, they would tend to focus based on the every word than the sentence or entire text and they would be busy with their dictionaries. Therefore, students' understanding about the sentence or the text was poor.

Besides, based on the interview with the English teacher, it was found that some of the students could not understand when the teacher spoke in front of the class so s/he should translate it into their mother tongue language (Indonesian). Then, the students lack vocabulary mastery. In addition, the English teacher did not use any media in teaching English because s/he didn't have enough time to make a medium and it could bother them. Then, the list of new vocabulary was the only way, because there was no aid of teaching which could help them. Therefore, the researcher assumes that most students lacked motivation because of the static and monotonous learning condition which made the students got bored easily. As the result, the teacher met a problem to make the students comprehended the new vocabulary.

Thus, the creativity of the teacher in using teaching medium is one of the important things to attain the purpose of teaching learning process. The teacher can use teaching medium to increase the students' English vocabulary

achievement. This research used projected picture as teaching medium. The researcher assumes that by using teaching medium, it can be easier for the children to remember and understand the new vocabulary that they got. It is hoped that the students be able to memorize and reproduce the words they have learned than by using the list of words. Based on the problems above, the researcher is interested in applying projected picture in order to investigate whether it could be used to increase the students' English vocabulary achievement at the first grade of SMPN 1 Seputih Banyak.

Medium in teaching learning process helps teacher to present a material in a time efficient and stimulating students to get information more readily. Pringgawidagda (2002: 145), teaching medium is an instrument which is used to convey the teaching material for the students. The teaching medium is intended to help both the teacher to teach more reflectively and the learner to grasp the concepts more effectively. The students will not be bored with the teaching learning situation in the class by using the medium. This statement is line with Brown, Lewis and Harclerod (1977: 61) who state that by using media, students will active in learning and teacher will enjoy the facts of their improvement.

All teaching aids can be broadly classified under three heads namely (Mohan, 2012: 13); they are: (1) Projected and non-projected aids, (2) Audio aids, visual aids, audio-visual aids and activity aids, (3) Hardware and software. This research focused on teaching medium used; that is projected picture. It is a picture which is projected through Microsoft PowerPoint on a screen/wall using LCD projector.

LCD projector is used to enlarge the image to be more sharp and clear. The main teaching aid in this research was a picture, while LCD projector and Microsoft PowerPoint just supported it. By using picture, it will make the children be easier to remember and understand the new vocabulary that they get. As Brown (2001: 143) states that picture is 'old-fashioned but that is very helpful as media in an instruction'. As Thornbury (2004: 25) advises to visualize a picture for a new word or to link an abstract word with some mental image.

Therefore, there are some roles of projected picture in teaching learning process. In this case, Wright (1994:17) stated that the roles of picture are: (1) Pictures can motivate the students and make them pay attention and take a part in learning, (2) Pictures contribute to the context in which the language is being used, such as bring the world into the classroom, (3) Pictures can be described in an objective way, e.g. '*this is a blender*' or it can be interpreted, e.g. '*it is avocado juice*' or responded to subjectively, e.g. '*I like drinking avocado juice*', (4) Pictures can prompt responses to questions or bring substitutions through controlled practice. Based on the explanation above, use of projected picture as teaching medium intended to make students more interested for the learning process, so they would be active in the classroom. Besides, the using of teaching medium in teaching and learning process made students enjoy in the class. Therefore, the researcher assumed that the use of projected picture as teaching medium could be used to increase the students' English vocabulary achievement.

Method

The research was intended find out whether there is difference of the students' English vocabulary achievement related to concrete noun through projected picture and whether the projected picture can increase the students' English vocabulary achievement. Experimental class was chosen to get treatments by using projected picture. In this quantitative research, experimental design; *one group pretest-post test design* was applied.

The design of the research is presented as follow:

T1 X T2

Where:

T1 = Pre-test

X = Treatments (projected picture)

T2 = Post-test

(Hatch and Farhady, 1982: 20)

Population of this research was the first grade of SMPN 1 Seputih Banyak. There were seven classes of the first grade (VII A-VII G) which consisted of 230 students. Each class in SMPN 1 Seputih Banyak class seven consisted of 32-33 students. The researcher took two classes, class VII A as class experiment which consisted of 32 students and class VII C as try out class which consisted of 33 students. Simple random probability sampling by lottery was used to take the sample.

Vocabulary test was used to get the data of students' English vocabulary achievement. The vocabulary test consists of pretest and post test. Before the pretest was carried out, the try out test was administered. This test was done to

prove whether the test had good quality or not. The test was said to have a good quality if it had a good validity, reliability, level of difficulty and discrimination power.

Result and Discussion

The try out was administered in order to find out the validity and reliability of the test as well as to measure the level of difficulty (LD) and discrimination power (DP) of the test to determine the quality of the test. There were 40 items consisting of 25 multiple choices and 15 matching tests administrated in the try out test. The result of reliability test shown that that the data collecting instrument in this research was reliable since the the reliability of half test (r_{xy}) was 0.975 and the reliability of the whole test (r_{11}) was 0.987. The computation of the level of difficulty shows that it was found out that there were 6 difficult items, 28 good items and 6 easy item. From the computation of discrimination power, there are 7 poor items, 16 satisfactory items, 17 good items.

The pretest was conducted in order to find out the pretest score of the students and to know the students' ability in vocabulary before the treatments were given. The test was 30 items consisting of 20 multiple choices and 10 in form of matching tests. Statistical Computation with *SPSS 16.0 for Windows* was used to analyze the scores on the pre-test in the experimental class. The total of the pretest score is 1537; the mean is 49.58; the lowest score is 20 and the highest score is 83. It means that there are some students who have low scores from the test. There are only 8 (25.81%) students out of 31 students whose score more than 65. It means

that about 23 students' score (74.19%) lower than the target of KKM. Based on the pretest score of the students, it is unsatisfactory because there are 74.19% of the students' score less than 65.

The post test was administered in order to determine the students' achievement after having the treatments. The post-test was similar to the pretest but in random order. The total score of the student is 2123; the mean score is 68.48; the lowest score is 43 and the highest score is 100. Then, there are 17 students' score (54.84%) above 65 and the rest is 14 students' score (45.16%) less than 65. It means that the pretest score of the students is satisfactory because there are more than 50% of the students' score above 65. In other words, there is difference of the students' English vocabulary achievement after being taught through projected picture.

Projected picture can increase the students' English vocabulary achievement. There was increase of the students' score for about 586 points and 18.90 for mean score. The highest difference of English vocabulary mastery is on 'things at school' subtopic. The score is 165 in pre test and it increases to be 254 in post test. The difference score is about 89 points. Then, in 'things at shop' subtopic, the score increases about 57 points; that is from 159 into 216 and in 'thing at home', the score increases from 120 into 168 and the difference is about 48 points.

The researcher tested the hypothesis by using *Repeated Measures T-test Formula*.. In this case, t-table used is 2.042 based on the total students involved in the treatment. The hypothesis is analyzed at significant level of 0.05 in which the hypothesis is approved if $\text{Sig} < \alpha$. Based on the result of computation of t-test above, it has been found that t-ratio higher than t-table; the result is $20.846 > 2.042$. The two-tailed significant shows that $p < 0.05$ ($p = 0.000$). Since the value of t-ratio is higher than t-table ($20.846 > 2.042$) and the significant is lower than 0.05 ($0.000 < 0.05$), then H_1 is accepted and H_0 is rejected. It can be concluded that there is difference of the students' English vocabulary achievement before and after being taught through projected picture.

Based on the researcher experience, when she taught the students by using projected picture as teaching medium, the teaching and learning process run actively. The colorful projected picture attracted the students to learn. As Finocchiaro (1993) in Farida (1997) states that medium can make class situation more alive since the medium can interest the students and attract students' attention. Therefore, the students got the new words and its meaning easily.

In addition, at the end of teaching learning process, the students not only know about the name of the objects, but also the function of them from the definition of the words given. The most important thing is they know what kind of things used in their daily life. It is in line with the syllabus for the first grade junior high school students, where projected picture is expected to stimulate the students to be active in teaching learning process and motivate the students to enrich their

English vocabulary. Based on the explanation above, it can be concluded that there is difference of the students' English vocabulary achievement before and after being taught through projected picture. This fact implies that projected picture can increase the students' English vocabulary achievement at the first grade students of SMPN 1 Seputih Banyak.

Conclusions and Suggestions

In line with the results of the data analysis and discussions, the researcher draws the following conclusions:

1. There is difference of the students' English vocabulary achievement before and after being taught through projected picture. The statement is approved by evidence on the gain score and the computation of t-test. The mean score of post test is higher than pretest, it shows that there is difference of students' English vocabulary achievement with the gain 18.90 points and t-ratio is higher than t-table ($20.846 > 2.042$). Then, the significant value is less than level of significance at 0.05 ($0.00 < 0.05$).
2. Projected picture can increase the students' English vocabulary achievement. The interesting projected picture makes the students enjoy the teaching learning process. Projected picture is very useful for teaching new words, since the colorful projected picture attracts the students to learn new vocabulary. As a result, the mean score of the pretest increases from 49.58 up to 68.48 in post test.

Referring to the conclusion above, some suggestions can be listed as follows:

1. Teachers

The researcher suggests to the teachers as follows:

- a. The researcher suggests teachers use projected picture as an alternative in teaching vocabulary since projected picture can be used to increase the students' English vocabulary achievement and can motivate the students to learn new vocabulary.
- b. Projected picture needs adequate time to be applied. The teacher should be able to manage the time when using projected picture and the teacher should not teach too many materials at the same time, so the time allocation is enough.
- c. The researcher suggests the teacher to use colorful projected picture in order to attract the students' attention in teaching learning process.

2. Further Research

The researcher suggests to further research as follows:

- a. The researcher applied projected picture to increase the students' English vocabulary achievement dealing with concrete nouns. Other researchers can apply projected picture as teaching aid in other kinds of vocabulary. It can be dealing with adjective, since projected picture can help the students to develop their vocabulary.
- b. Further researcher should conduct this method on different level of students. It can be applied at the level of Elementary School.

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